**READ Plan Update notes:**

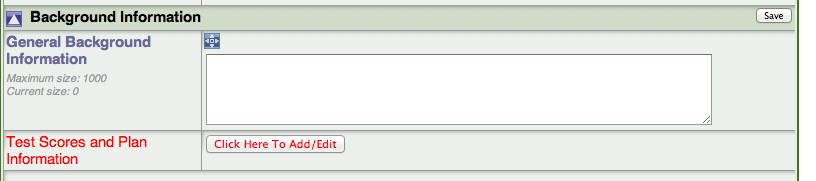
ALL READ plans must reside within Alpine by March 17:

Expand **Background Information** to edit testing data: Same process as before but choose

all of this school year’s data (which includes selecting PM data and benchmark data). Please

note that all of our progress monitoring data will be within the “Data Warehouse” and none is

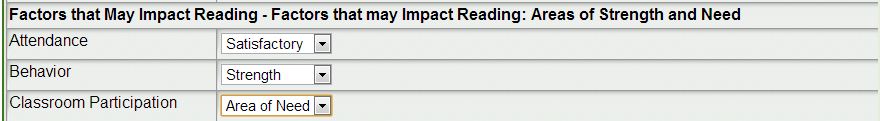
housed with the Progress Monitoring Reports.



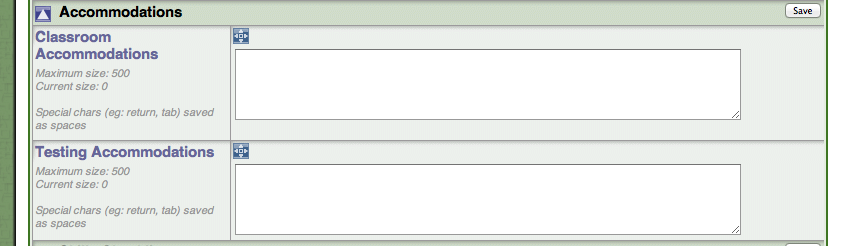
Within this same section, confirm that Teacher’s name is identified (Last name, first name).

Within this same section, ensure that all **Factors that May Impact Reading** have a choice

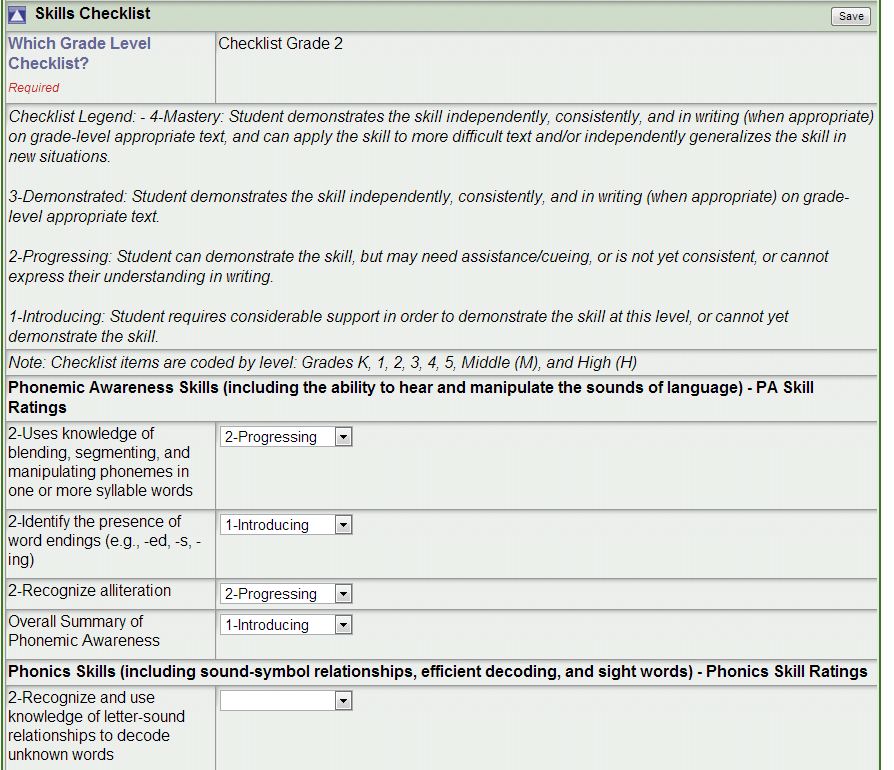
selected (Area of Need, Satisfactory, or Strength).



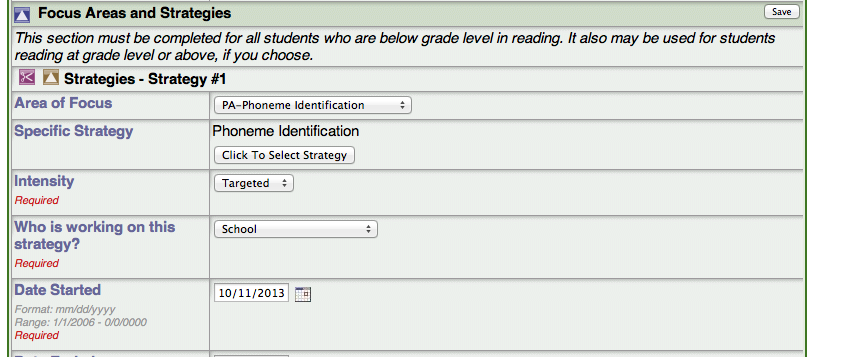
**Accommodations** should be completed, if appropriate for the student. This is not a mandatory section but it is important information for next year’s teacher if accommodations are needed.



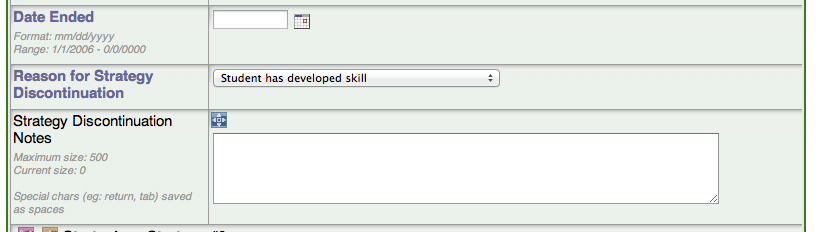
**Skills checklist:** This is where teacher first identifies Targeted instructional areas. The 1-2 targeted skills must have a skills rating included. In the example below, Phonemic Awareness has been targeted but not Phonics. Not all areas should have ratings filled in as it is unlikely that all areas are your TARGET. However, a teacher might have more than 1-2 if the plan has had a CHANGE IN PRIORITIES and teacher would rate the new targeted priorities as well.



**Focus Areas and Strategies**: The Focus Area should align with the TARGETS identified from the Skills Checklist.

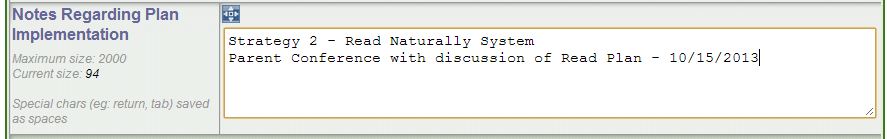


If teachers have made changes to the TARGETS in the plan, they will document here. I can document when a target was ENDED for 3 reasons: 1. Student has developed skill; 2. Strategy did not work, trying different strategy; 3. Change in Priorities. If there is a Change in Priorities, it should be seen in the Skills Checklist Targets as well.



Within **FOCUS AREAS AND STRATEGIES** (at the very bottom) Each teacher will need to add documentation of parent contact in the box labeled “Notes Regarding Plan Implementation.”

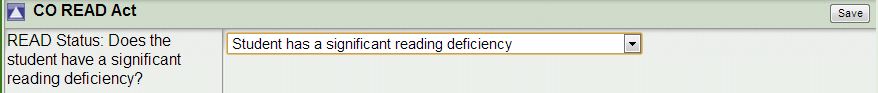
Note: If the plan was created without parent participation there MUST be documentation of 3 parent contacts. Documentation is simple: i.e. Conference note sent 3/1/14. Phone call 3/5/15. Follow up phone call 3/7/14. Other examples might be via e-mail, personal note, etc.



**CO READ Act** will be turned on for 2nd conferences.

**For READ Status**: Teachers should select **“Student has a significant reading deficiency” for ALL.**

Ronda Hanson and Charlie Carter will update this category for those students who need the final option selected: “3rd grade students took a CoAlt or K-2 students eligible.” Students needing this option will have it changed at the district level.



For **Recommended Retention**: This choice MUST be completed between March 11 and May 16. Select “Yes” or “No” after following district protocol.

If the choice is “Yes”: Teacher must indicate whether or not the retention was recommended due to Reading deficiency.

For **Indicate Intervention Services** that apply. This part can be filled in whenever the teacher chooses but should be completed before the plan is finalized after the retention conversation.

**READ Plan:**

Record Status: “Yes” means student is on an active READ plan. This year ALL students who have a READ plan should have “Yes” chosen. It is possible that in the future, a student who had a READ plan in earlier grades no longer requires a read plan for the next year and then you may select “No.”